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ABSTRACT

Intended to acquaint students and parents with the English program at Bellaire High School (Michigan), this guide contains the curriculum for grades 7 through 12. After a short introduction stating the program's philosophy and student requirements, a style sheet for all student papers, and a list of the program's sequence, the curriculum for each grade and course is presented under the following format: (1) prerequisites, (2) description, (3) requirements for students and teachers, (4) objectives, (5) texts, (6) supplementary materials, and (7) length of course. Topics covered in the course listing include grammar, composition, world literature, American literature, vocational English, and speech. Electives listed include advanced courses in composition, literature, creative writing, vocabulary, and journalism. (JL)

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Bellaire High School

English Program Guide

1930

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Introduction:

The purpose of this guide is to acquaint students and parents with the English Program at Bellaire High School. We hope this information will help you to understand the philosophy and planning behind the program.

Philosophy

This program is designed to provide students with basic writing skills (grammar, punctuation, usage, organization) and with a general introduction to literature. We hope this foundation will enable students to further their educations. Whenever possible, teachers will individualize instruction to meet specific student needs.

Requirements

In addition to the student requirements for credit listed in the Student Handbook, students are expected to:

1. Complete all the requirements of each course as developed by the curriculum committee. Course requirements and objectives will be presented in the course outline.
2. Demonstrate skill competency for at least 80% of the objectives for each course at the prescribed level of mastery.

3. Pass the course

Style Sheet
English Department
Bellaire High School

The purpose of this style sheet is to provide students with a format acceptable for grading. Papers submitted which do not follow this format will not be graded but will be returned for student correction.

1. Label papers properly. Place the following information in the upper right hand corner:

Name (first and last)

Date

Course and hour

Assignment (title, page number and exercise).

2. Assignments will be written in blue/black ink or typed.
3. Write in neat, legible cursive writing.
4. Any assignment which is one paragraph or longer will be written every other line.
5. Use pink line as a left hand margin. Do not use a right hand margin.
6. Underline the topic sentence in each paragraph.
7. Write on one side of the paper only.
8. Use last name and page number in upper right hand corner of second and following pages.
9. Staple in top left corner.
10. Any paper having more than three spelling errors per page is unacceptable. The paper may be correctly rewritten and re-submitted the next day.
11. For footnote and bibliography form, refer to:
A Manual for Writers - Turabian
Fundamentals of the Research Paper - Leahy

Sequence

Students beginning high school in September, 1981, must earn 3 credits in English to graduate. The credits will be earned by completing a minimum of six levels of the following sequence:

- Level 1 - Grammar Review
- Level 2 - Composition 1
- Level 3 - Composition 2
- Level 4 - World Literature
- Level 5 - Vocational English
- Level 6 - American Literature
- Level 7 - Speech
- Level 8 - Composition 3
- Level 9 - English Seminar

Students must have successfully completed the objectives for the seventh and eighth grade language arts courses before they may begin the high school sequence for credit. Students will be placed at the appropriate level in the high school sequence according to their skills and abilities. Teacher observation, testing and demonstrated student abilities will determine a student's placement level.

A student unable to demonstrate entry level skills into a course in the high school curriculum will study in "Individualized English" until his/her skills are acceptable to return to the sequence.

After a student has completed Composition 1, Level 2, he/she may then select additional English courses for elective credit from the following courses:

- Vocabulary Study
- Creative Writing
- Journalism

After a student has completed World Literature, Level 4, he/she may then select from the following additional English courses for elective credit:

- Short Stories/Science Fiction
- Great Writers
- Russian/Far Eastern Literature

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- Short Stories/Science Fiction
- Great Writers
- Russian/Far Eastern Literature

I. Prerequisites

Each student is classified as a seventh grade English student.

II. Description

The seventh grade course begins the English curriculum sequences by providing basic skills in reading/literature, writing and listening, and by introducing the concept of completing objectives before moving on to the next level.

III. Requirements

A. Students

1. Students will keep and organize an English notebook (study skills).
2. Students will read and report on at least two books during the year.
3. Students will keep a vocabulary list in a notebook (vocabulary).
4. Students will keep a spelling book and keep a list of misspelled words (spelling).
5. Students will prepare and present an oral book report.
6. Students will follow the English style sheet for all assignments.

B. Teachers

1. Teachers will develop an awareness of the importance, meaning and uses of roots and affixes.
2. Teachers will instruct and encourage the students to write neat and legible cursive handwriting.

IV. Objectives

A. Reading

1. Students will demonstrate mastery at identifying the major incidents in an appropriate narrative reading selection and will be able to distinguish and repeat the main idea and details.
2. Students will demonstrate an awareness of four possible purposes of a reading selection: to entertain, to persuade, to provide information, and to influence the reader's opinions.
3. Students will demonstrate an improvement in reading comprehension.
4. Students will demonstrate an improvement in reading speed.

B. Writing

1. Students will demonstrate mastery at identifying topic sentences in paragraphs appropriate to the seventh grade level.
2. Students will demonstrate mastery at identifying different types of paragraph development: by factual details, by examples, and by incident.
3. Students will demonstrate an awareness of making a complete sentence outline.

C. Vocabulary

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1. Students will demonstrate mastery at identifying topic sentences in paragraphs appropriate to the seventh grade level.
2. Students will demonstrate mastery at identifying different types of paragraph development: by factual details, by examples, and by incident.
3. Students will demonstrate an awareness of making a complete sentence outline.

C. Vocabulary

IV. Objectives (continued)

D. Speech

1. Students will present an oral book report.

E. Grammar

1. Students will demonstrate mastery at alphabetizing lists of words to the third letter position.
2. Students will demonstrate mastery at distinguishing between complete sentences and sentence fragments.
3. Students will demonstrate mastery at defining and identifying the eight basic parts of speech, both in sentences provided for them and in sentences generated by them.
4. Students will demonstrate mastery of end punctuation and the basic rules of capitalization.

F. Study Skills

1. Students will demonstrate mastery of basic listening skills by identifying the main ideas of material communicated to them orally.
2. Students will demonstrate mastery at studying and learning (a suitable body of information) using the SQ3R method of study SURVEY, QUESTION, READ, RECITE, AND REVIEW.
3. Students will demonstrate mastery of two methods of outlining: exposition, supported by reason why; descriptive, supported by details.
4. Students will demonstrate mastery at obtaining basic information from a dictionary, including pronunciation, definitions, and word origin.
5. Students will demonstrate an awareness of basic sources of information in the library including the card catalog, Reader's Guide to Periodical Literature, Dewey Decimal System, and the vertical file (pamphlets).
6. Students will keep and organize an English notebook.

G. Spelling

1. Students will demonstrate mastery at spelling words appropriate to the seventh grade level (Basic Goals in Spelling).
2. Students will prepare a personal spelling list based on words misspelled in essays and other classwork in their notebook.
3. Students will successfully complete spelling exercises in spelling book.

IV. Objectives (continued)

D. Speech

1. Students will present an oral book report.

E. Grammar

1. Students will demonstrate mastery at alphabetizing lists of words to the third letter position.
2. Students will demonstrate mastery at distinguishing between complete sentences and sentence fragments.
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5. Students will demonstrate an awareness of basic sources of information in the library including the card catalog, Reader's Guide to Periodical Literature, Dewey Decimal System, and the vertical file (pamphlets).
6. Students will keep and organize an English notebook.

G. Spelling

1. Students will demonstrate mastery at spelling words appropriate to the seventh grade level (Basic Goals in Spelling).
2. Students will prepare a personal spelling list based on words misspelled in essays and other classwork in their notebook.
3. Students will successfully complete spelling exercises in spelling book.

IV. Objectives (continued)

H. Penmanship

1. Students will demonstrate mastery of legible penmanship.
2. Students will demonstrate mastery of D'Nealian handwriting.

V. Text:

Warriner's English Grammar and Composition, First Course
Scott Foresman Spelling Workbook

VI. Supplementary Materials:

Stories to Remember

Poems to Remember

The Pearl

The Miracle Worker

VII. Length - One Year

I. Prerequisites

The completion of at least eighty per cent of the seventh grade objectives, completion of all requirements and a passing grade in seventh grade English.

II. Description

The eighth grade English course continues the process begun in seventh grade by enlarging skills already possessed and by adding new skills.

III. Requirements**A. Student**

1. Students will keep a notebook.
2. Students will report on at least three books per year.
3. Students will keep a vocabulary list.
4. Students will master the eight parts of speech.
5. Students will use the eight parts of speech correctly.
6. Students will demonstrate an ability to write neat and legible cursive handwriting.
7. Students will give an oral presentation.

B. Teacher

1. Teachers will discuss the skills involved in studying for and performing successfully on essay and objective tests.
2. Teachers will promote an appreciation of various types of literature.

IV. Objectives**A. Reading**

1. Students will understand words in contexts.
2. Students will recognize the main idea in a passage.

B. Writing

1. Students will develop skill in writing outlines or plans for paragraphs.
2. Students will demonstrate mastery in writing topic sentences for paragraphs.
3. Students will demonstrate mastery in writing unified and coherent paragraphs.
 - a. general/particular
 - b. chronological order
4. Students will demonstrate mastery at using Declarative, Interrogative, Imperative, and Exclamatory sentences.

C. Vocabulary

1. Students will recognize and use word relatives (synonyms, antonyms).
2. Students will recognize affixes.

D/ Speech

IV. Objectives (continued)

D. Speech

1. Students will prepare an outline for an oral presentation.
2. Students will give an acceptable oral presentation.

E. Grammar

1. Students will demonstrate mastery at alphabetizing lists of names, titles of books, and magazine articles, etc.
2. Students will demonstrate mastery in the application of the eight parts of speech.
3. Students will demonstrate mastery in identifying and using singular and plural form of subjects and verbs.
4. Students will demonstrate mastery in usage of regular and irregular verbs: sit and set, lie and lay, rise and raise, want and gone.
5. Students will demonstrate mastery of correct pronoun usage.
6. Students will demonstrate mastery in the use of adjectives.
7. Students will demonstrate mastery in the use of adverbs.
8. Students will demonstrate mastery of the basic rules of comma usage.
9. Students will demonstrate mastery of the basic rules of apostrophe usage.

F. Spelling

1. Students will demonstrate mastery of spelling words appropriate to the eighth grade level.
2. Students will demonstrate mastery of basic spelling rules.
3. Students will apply spelling rules to words appropriate to the eighth grade level.
4. Students will keep a list of misspelled words.

V. Text:

Spelling Workbook, Scott Foresman

English Grammar & Composition, Second Course, Warriner's

VI. Supplementary Materials:

Adventurers for Readers - Book II

A Wrinkle in Time

Scope

Readings to Remember

Plays to Remember

VII. Length - One Year

I. Prerequisites:

Inability to succeed in completing English objectives through regular courses.

Recommendation of Language Arts Curriculum Committee.

II. Description:

Students will work through the English courses by objective completion. Assignments will be varied and tailored to meet the needs of the individual student. Objectives must be met one grade level before advancing to the next objectives.

III. Objectives:

- A. 80% of the 7th grade objectives must be completed through the assignments stipulated by the curriculum and classroom teacher.
- B. 80% of the 8th grade objectives must be completed through the assignments stipulated by the curriculum and classroom teacher.
- C. 80% of the Communications I objectives must be completed through the assignments stipulated by the curriculum and classroom teacher.
- D. 80% of the Communications II objectives must be completed through the assignments stipulated by the curriculum and the classroom teacher.

IV. Text:

As specified in the curriculum guide and supplemental materials as needed.

V. Supplementary Materials: (Under Text)

Other materials and texts may be used at the discretion of the teacher.

VII. Course Length:

One year or until student has completed objectives to be scheduled into regular English course.

Credit will be given and a grade recorded on the permanent records when the student completes a course level of objectives.

I. Prerequisites

Based on test scores and teacher recommendations, a student will enter the required English sequence at his/her skill level.

II. Description

The purpose of this course is to improve students' working knowledge of grammar, so that the students will be able to write well organized, coherent paragraphs.

III. Requirements

A. Students

1. Students will prepare at least two book reports.
2. Students will keep a grammar notebook.
3. Students will keep a vocabulary list from readings as part of a notebook.
4. Students will keep a "misspelling" chart.
5. Students will prepare various writing assignments.

B. Teachers

1. Teachers will introduce both dictionary and idea based thesauruses.
2. Teachers will teach the use of verbals, clauses and phrases, agreement of pronoun and antecedent and the formation and use of plurals and possessives.
3. Teachers will recognize positive qualities of student writing.
4. Teachers will encourage students to strive for improved quality in their work.
5. Teachers will focus reading assignments on magazines, essays, etc.

IV. Objectives

A. Reading

1. Students will demonstrate the ability to distinguish between general and specific statements.

B. Writing Skills

1. Students will demonstrate the ability to prepare outlines for compositions.
2. Students will demonstrate the ability to write in complete sentences.
3. Students will demonstrate the ability to write in complete paragraphs.
4. Students will demonstrate the ability to identify errors in their own compositions.
5. Students will demonstrate the ability to write a paragraph with a topic sentence and supporting ideas.
6. Students will demonstrate an ability to clearly express a personal opinion.

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GRAMMAR REVIEW

IV. Objectives (continued)

C. Vocabulary Skills

1. Students will demonstrate a mastery of using the dictionary.
2. Students will keep a vocabulary list.

D. Speech

1. Students will demonstrate the ability to read their own papers orally.
2. Students will demonstrate the ability to express their own opinions.

E. Grammar

1. Students will review the parts of speech.
2. Students will review alphabetization and punctuation.
3. Students will demonstrate mastery of verb agreement.
4. Students will demonstrate mastery of pronoun usage.

F. Study Skills

1. Students will demonstrate the ability to revise their work.
2. Students will demonstrate the ability to distinguish between general and specific statements.
3. Students will demonstrate the ability to correctly follow instructions

G. Spelling

1. Students will develop word attack skills.
2. Students will keep a list of misspelled words.

H. Penmanship

1. Students will demonstrate their mastery of cursive writing techniques.
2. Students will keep a legible notebook.

V. Text

Pathways
Steps to Better Writing

VI. Supplementary Materials

Scope

VII. Length - One semester for 1/2 credit.

I. Prerequisites

Based on test scores and teacher recommendations, a student will enter the required English sequence at his/her appropriate skill level.

II. Description

Composition I is a basic writing course required of all students. The purpose of the course is to improve each student's writing skills. The focus is on writing for and about yourself based on personal experience, thoughts and opinions.

III. Requirements**A. Students**

1. Students will keep notebooks.
2. Students will read:
 - a. at least two (2) books.
 - b. written interviews.
 - c. editorials and letters to editor.
 - d. Diary of Anne Frank, Luck Finn (teacher approved selection).
 - e. Great Expectations.
 - f. autobiography/biography of scientist.
3. Students will keep vocabulary list and use synonyms in their writing.
4. Students will keep a list of misspelled words.
5. Students will revise his/her own work.
6. Students will write an autobiography.
7. Students will:
 - a. prepare various writing assignments.
 - b. write daily in a journal.
 - c. write personal responses to book read for the course.
8. Students will write:
 - a. friendly letter.
 - b. business letter.
 - c. bread and butter notes.
 - d. letter of application.
 - e. letter of complaint.
 - f. letter to the editor.
9. Students will prepare and give one speech of sufficient length on a topic of personal interest with facts and anecdotes.
10. Students will read his/her own writing out loud.

B. Teachers

1. Teachers will recognize positive qualities of student writing.
2. Teachers will encourage students to strive for improved quality in their work.

COMPOSITION I

IV. Objectives

A. Reading

1. Students will demonstrate ability to read for inference.
2. Students will demonstrate ability to read to understand reasons for opinions.
3. Students will keep a list of favorite quotes and excerpts from literature with proper bib. form.
4. Students will demonstrate mastery of bib form footnotes.

B. Writing

1. Students will demonstrate ability to write paragraphs of various types: description, explanation and narration.
2. Students will demonstrate the ability to write in complete sentences.
3. Students will demonstrate the ability to write complete paragraphs with a topic sentence and supporting ideas and clincher.
4. Students will write paragraphs of varying lengths.
5. Students will write an essay expressing their opinion and reaction to a quote.
6. Students will write five paragraphs supporting their ideas with footnotes.

C. Vocabulary

1. Students will become acquainted with the Thesaurus.
2. Students will demonstrate ability in many activities involved in vocabulary building including an understanding of affixes.
3. Students will demonstrate an awareness of the linguistic origins of the American English language.

D. Speech

1. Students will prepare an outline for a speech .
2. Students will clearly express a personal opinion in a speech.

E. Grammar

1. Students will demonstrate being able to recognize errors in their own work.
2. Students will demonstrate an awareness of quotation marks and their use.

F. Penmanship

1. Students will demonstrate the ability to write clearly and correctly with cursive handwriting.
2. Students will keep a Composition I notebook.

G. Life Role

1. Students will demonstrate skills in practical writing situations.

COMPOSITION I

IV. Objectives (continued)

H. Spelling

1. Students will demonstrate ability in using spelling rules listed in Warriner's English Grammar and Composition, Third Course.
2. Students will learn techniques for improving the spelling of words in written materials.

I. Study Skills

1. Students will demonstrate the ability to distinguish between general and specific /statements.
2. Students will demonstrate the ability to correctly follow instructions.

J. Life Role Competencies

1. Students will recognize and evaluate opportunities for personal growth throughout life.
2. Students will be aware of societal factors that influence the individual.
3. Students will be aware of leisure time activities which meet individual needs.
4. Students will have a knowledge of social agencies and their roles in providing programs.
5. Students will appreciate the relationships between individual freedom and responsibility.
6. Students will be aware of the personal implications of various life roles.

V. Texts:

Huck Finn

Writing Sense

English Grammar and Composition - Third Course, Warriner's.

VI. Supplementary Materials:

Writing - Scholastic Magazine

VII. Length - One semester for 1/2 credit.

I. Prerequisites

Successful completion of Composition 1.

II. Description

The purpose of this course is to prepare students for written assignments in high school courses. The focus is on expository writing through the study of mass media.

III. Requirements**A. Student**

1. Students will read and report on at least two books:
 - a. related to a current event
 - b. related to a mass medium
2. Students will write at least 10 acceptable papers of varying lengths.
3. Students will prepare an outline for and acceptably deliver a 2 min. speech on a current events topic.
4. Students will write a research essay of 500 words dealing with mass media.
5. Students will keep a notebook of misspelled words, composition errors, notes and other matters related to the course.

B. Teacher

1. Teachers will present all skills necessary to develop and write a research essay.
2. Teachers will present the principles behind and the applications of the various forms of the mass media.
3. Teachers will coordinate research essay with other disciplines.

IV. Objectives**A. Reading**

1. Students will read at least 2 books:
 - a. related to a current event
 - b. related to a mass medium
2. Students will distinguish between fact and opinion.
3. Students will define propaganda techniques.
4. Students will recognize propaganda techniques.
5. Students will identify inferences in a selection.
6. Students will identify point of view and biases in articles on same subject by 2 different authors.
7. Students will read an article from a newspaper /magazine every day.

B. Writing

1. Students will write the following kinds of paragraphs:
 - a. definition
 - b. comparison
 - c. contrast
 - d. evaluation
 - e. persuasion
 - f. explanation

2. Students will write a report based on several sources using footnotes and bibliography form.
3. Students will write a 500 word research essay supporting your opinion on a topic.

C. Vocabulary

1. Students will keep a list of words found in reading assignments.
2. Students will keep a list of words given by instructor.

D. Speaking

1. Students will prepare outline.
2. Students will present an acceptable speech on current events topic.
3. Students will present impromptu speeches.
4. Students will participate in group discussions.

E. Grammar

1. Students will identify and correct errors in written work.
2. Students will identify and correct errors in spoken language.

F. Study Skills

1. Students will keep a notebook.
2. Students will write answers to essay tests.
3. Students will learn how to take objective tests.
4. Students will utilize research skills to prepare their research essays.

V. Texts:

Mass Media

Understanding Modern Media

English Grammar and Composition - 5th Course

Language in Uniform

Media & Communication

VI. Supplementary Materials:

Exploring the Film

Coping with the Mass Media

VII. Length - One semester for 1/2 credit.

I. Prerequisites

The completion of at least eighty percent of the Eighth grade objectives, completion of all requirements and a passing grade in Eighth grade English.

II. Description

Communications I is a basic writing course required of all students. The course focuses on the skills needed for good writing and involves the student in the use of tools and skills which will be needed all through school.

III. Requirements

A. Student

1. Student will prepare and give one speech of sufficient length to indicate proficiency in areas listed under Speech Skills.
2. Students will adequately interpret a memorized passage in front of the class.
3. Students will submit an acceptable research essay of five hundred words, with notes, title page, footnotes and bibliography.
4. Students will write and submit an acceptable resume'.
5. Students will report on four books.

B. Teacher

1. Teachers will review the skills mastered in earlier courses and will include a more advanced use (where appropriate) of these skills in this course.
2. Teachers will introduce the use of the Thesaurus, both dictionary and idea based.
3. Teachers will discuss the problems of memorization and help the student to learn to memorize when necessary.
4. Teachers will discuss the techniques of test taking and other study skills.
5. Teachers will teach the use of verbals, clauses and phrases, agreement of pronoun and antecedent, the formation and use of plurals and possessives.

IV. Objectives

A. Reading - none.

B. Writing

1. Students will demonstrate their mastery of cursive writing techniques.

COMMUNICATIONS I - IV.B (continued)

2. Students will demonstrate their ability to write paragraphs of various types and lengths: description, explanation and narration.
3. Students will write a research essay of at least five hundred words, with footnotes and a bibliography.
4. Students will demonstrate mastery of note taking from written materials.
5. Students will demonstrate mastery of the techniques of outlining.
6. Students will demonstrate mastery of proper bibliographic and footnoting forms.

C. Vocabulary

1. Students will demonstrate ability in many activities involved in vocabulary building including an understanding of affixes; word definitions; and spelling rules using the lists in the Harriner's English Grammar and Composition, Third Course.
2. Students will demonstrate ability to understand various kinds of practical, printed information: operating instructions, typical institutional forms.

D. Speech

1. Students will demonstrate skill in composing and delivering various types of speeches, such as a career report, a book report or an oral presentation of an essay topic. Speeches will include appropriate introductions and conclusions.
2. Students will demonstrate ability in oral interpretation.

E. Grammar

1. Students will demonstrate mastery of the identification and use of clauses and phrases.
2. Students will demonstrate mastery of the use of pronoun-antecedent agreement, plurals and possessives.

F. Study Skills

1. Students will demonstrate mastery at using basic reference books: almanacs, atlases, government publications, and other specialized library tools.
2. Students will demonstrate mastery of the techniques of taking essay tests.

V. Text

Harriner's English Grammar and Composition, Third Course.

COMMUNICATIONS I - (continued)

VI. Length - Credit

One semester - 1/2 credit.

VII. Other Materials

Pathways

Huckleberry Finn

Romeo and Juliet

The Call of the Wild

I. Prerequisites

Successful completion of Communications I, or exemption by testing.

II. Description

This required course will improve and develop basic writing and speaking skills, using more mass media than literature as source and inspiration. Effort will be made to understand and evaluate the impact on our society of the sophisticated communication methods of the mass media. The emphasis will be on reinforcing and increasing the sophistication of writing skills.

III. Requirements

A. Student

1. Students will read and report on at least two books for entertainment and evaluation.
2. Students will write at least ten acceptable papers of varying length, as assigned.
3. Students will have the outline for, and shall acceptably deliver a two minute speech on a current events topic.
4. Students will prepare an acceptable research essay focussing on the mass media. (Use Communications I format.)

B. Teacher

1. Teachers will review all skills necessary to develop and write a research essay.
2. Teachers will present the principles behind and the applications of the various forms of the mass media.

IV. Objectives

A. Reading - None.

B. Writing

1. Students will demonstrate mastery of objective or expository writing techniques.
2. Students will demonstrate mastery of subjective writing techniques with reaction to the mass media.
3. Students will critically evaluate the mass media.

C. Vocabulary

The students will demonstrate an ability to use the Thesaurus.

D. Speech

The students will give an acceptable speech.

COMMUNICATIONS II - IV. (continued)

E. Grammar - none.

F. Study Skills

1. Students will demonstrate mastery in following multistep oral directions.
2. Students will demonstrate mastery of note-taking skills in lecturing situations.

V. Text

English Grammar and Composition, 5th Course.

VI. Length - credit

One semester - one-half credit.

VII. Other materials

Mass media books.

I. Prerequisites

Successful completion of Vocational Communications.

II. Description

The purpose of this course is to introduce students to the elements of fiction, poetry and drama. The focus of this course is on selection of literature from other cultures (European, Middle East, African, Asian) and their contributions to the literary history of the world.

III. Requirements**A. Student**

1. Students will complete all assignments.
2. Students will prepare various writing assignments.
3. Students will recite at least twenty lines of poetry with appropriate expression and accuracy.
4. Students will participate in a play.

B. Teacher

1. Teachers will explain the levels of involvement of the reader for various genres; i.e., novel, one level, sense; poetry, two levels, sound and sense; drama, three levels, sight, sound and sense.
2. Teachers will illustrate how geographical, historical and social factors have influenced the literature being read.

IV. Objectives**A. Reading**

1. Students will demonstrate the ability to identify the basic elements of fiction: character, plot, setting, theme.
2. Students will demonstrate the ability to identify elements of poetry.
3. Students will demonstrate the ability to identify the basic elements of drama: character, plot, setting, theme.
4. Students will identify myths in literature.

B. Writing

1. Students will demonstrate the ability to define the elements of literature.
2. Students will demonstrate the ability to evaluate literary selections using the elements of literature.
3. Students will demonstrate the ability to identify and illustrate universal themes from various readings.

C. Vocabulary

1. Students will keep list of terms and definitions.
2. Students will keep list of new words from selection.

WORLD LITERATURE

D. Speech

1. Students will demonstrate the ability to read poetry aloud with appropriate feeling.
2. Students will demonstrate the ability to participate in the production of a portion of a play.

E. Grammar - proper usage demonstrated in written work.

F. Study Skills - demonstrated through effective use of class time.

V. Texts:

Western Literature

Small Planet

VI. Supplementary Materials:

Man in Literature series - Scott Foresman

Greek Myths & Legends

The Magnificent Myths of Man

Suggested reading list: Black Voices
Russian Literature
Literature of the Eastern World
English Literature

VII. Length - one semester for 1/2 credit.

I. Prerequisites

Successful completion of Composition II.

II. Description

The purpose of this course is to reinforce some objectives of Composition I and Composition II. These objectives will be applied to practical situations preparing the student for the world of work. Emphasis is on the quality of work produced and clarity of expression.

III. Requirements**A. Students**

1. Students will prepare and present two speeches.
2. Students will complete all assignments.
3. Students will revise work so that final products are of high quality.
4. Students will report on three books:
 biography/autobiography
 inspiration/motivation
 career related/technical
5. Students will keep a notebook of vocabulary, spelling words, class notes, etc.

B. Teachers

1. Teachers will relate all assignments to job/career topics.
2. Teachers will introduce students to the Career Resource Center.
3. Teachers will use multi-media, guest speaker, field trips, etc.

IV. Objectives**A. Reading**

1. Students will demonstrate ability to understand operating instructions
2. Students will demonstrate ability to understand instructions for completing forms.

B. Writing

1. Students will demonstrate mastery of cursive handwriting techniques.
2. Students will demonstrate mastery of outlining techniques.
3. Students will demonstrate the ability to correctly prepare a resume'.
4. Students will demonstrate the ability to accurately complete a variety of forms used in everyday life.
5. Students will demonstrate the ability to correctly prepare the following types of letters: request, application, inquiry, follow-up after an interview.
6. Students will demonstrate the ability to prepare an outline for a report containing factual information from a variety of sources.

IV. Objectives

C. Vocabulary Skills

1. Students will demonstrate the ability to identify and use appropriate words in formal correspondence.
2. Students will demonstrate the ability to use a Thesaurus.
3. Students will use synonyms in their writing.
4. Students will keep a list of vocabulary words.

D. Life Role Competency Skills

1. Students will learn the qualities of a good worker: respect for authority, accepting responsibility, follow directions, punctuality.
2. Students will understand employer-employee rights and responsibilities.
3. Students will understand the roles that values and attitudes play in employment.

E. Speech Skills

1. Students will demonstrate the ability to compose and deliver various types of speeches: career report, book report.
2. Students will demonstrate the ability to both conduct and be interviewed in a realistic situation.
3. Students will demonstrate the ability to both give and follow directions to a specific location.
4. Students will demonstrate the ability to both give and take instructions.
5. Students will demonstrate ability to introduce a guest speaker and conduct a g-a session.

F. Grammar

1. Students will identify and correct errors in written work.
2. Students will identify and correct errors in spoken language.

G. Study Skills

1. Students will demonstrate the ability to determine personal career opportunities consistent with abilities and values.
2. Students will demonstrate the ability to write a plan for reaching career goals.
3. Students will demonstrate the ability to locate and obtain information on a career.
4. Students will demonstrate the ability to follow multi-step oral directions.
5. Students will demonstrate a mastery of outlining.

#617

VOCATIONAL ENGLISH

V. Texts:

VI. Supplementary Materials:

Michigan Occupational Information System

Occupational Outlook Handbook

Career Resource Center

Effective English for Business Communication

English on the Job

Career World

VII. Length - one semester for 1/2 credit.

I. Prerequisites:**II. Description:**

This course is designed to help students improve their vocabulary skills and gain knowledge of several new word definitions suitable to everyday reading and speaking.

III. Requirements:**A. Student**

1. Students will prepare a workbook of new vocabulary words and their meanings.
2. Students will read and report on three books.
3. Students will prepare various writing assignments.
4. Students will complete various supplemental activities.

B. Teacher

1. Teachers will develop in the students a desire to improve their vocabulary.
2. Teachers will develop in the students an understanding of how words are formed in the English language.
3. Teachers will develop in the students a continuing awareness of the importance of vocabulary building.

IV. Objectives:**A. Reading**

1. Students will demonstrate ability to figure out meanings to words according to reading context.
2. Students will keep a record of new vocabulary words found in their daily reading of books, magazines, and newspapers.

B. Writing

1. Students will use their new vocabulary words in written assignments.
2. Students will recognize specialized words in specific types of writing.

C. Vocabulary

1. Students will demonstrate mastery in spelling and defining the vocabulary words presented in the text.
2. Students will demonstrate mastery of basic spelling rules.
3. Students will demonstrate mastery of the definitions of prefixes, suffixes and roots.
4. Students will demonstrate mastery of the skilled activities involved in vocabulary building; these include recognizing or producing synonyms, antonyms, word relatives, definitions, and analogies.

AY623 VOCABULARY STUDY

D. Speech

Demonstrate correct grammar and word selection in all class discussions.

E. Grammar

Demonstrate proper grammar use in all written materials submitted.

F. Study skills - Library skills - none.

V. Text:

Vocabulary for High School Students

VL Supplementary Materials:

- A. Pleasure reading books
- B. Magazines
- C. Newspapers
- D. Other class textbooks

VII. Length - one semester for 1/2 credit.

#625 SPEECH

I. Prerequisites:

Complete successfully Composition 2 or the equivalent.

II. Description:

This course is designed to help students gain self-confidence in public speaking and to develop conversational techniques leading to more success in presentation of ideas. Included in the course will be formal speech techniques, a variety of discussion skills, and salesmanship. Emphasis will be on organization, structure, research, and delivery.

III. Requirements:

A. Students

1. Students will adequately prepare and present the assigned speeches (minimum of six).
2. Students will participate in the various group assignments (minimum of three).
3. Students will perform the assigned individual events (minimum of three).
4. Students will assist in evaluating other speakers.
5. Students will interview a person as a resource for a speech.

B. Teacher

1. Teachers will present and assist in developing listening skills.
2. Teachers will discuss the various types of speeches.
3. Teachers will discuss methods of coping with unsuccessful speeches.

IV. Objectives:

A. Reading

1. Students will read that which is necessary to comprehend the assignments and required materials.

B. Writing

1. Students will demonstrate the ability to prepare an outline.
2. Students will demonstrate the ability to plan and submit an agenda for the meeting.
3. Students will demonstrate the ability to make notes for and to take notes from a speech.
4. Students will demonstrate the ability to evaluate their own speaking skills.
5. Students will demonstrate the ability to use quotes in their speeches.

C. Vocabulary

1. Students will demonstrate a wide variety of word choices in the various speeches.

D. Speech

1. Students will deliver the various types of informative and persuasive speeches.
2. Students will deliver three types of individual events.
 - a. Pantomime
 - b. Interpretive reading
 - c. Storytelling

#625 SPEECH

D. Speech (continued)

3. Students will participate in group presentations.
 - a. Discussion
 - b. Panel symposium
 - c. Debate
4. Students will participate in a public meeting.
5. Students will use a visual aid with a speech.

E. Grammar

1. Students will demonstrate proper grammar usage in all speeches.

F. Study Skills - Library Skills

1. Students will demonstrate the ability to do research for a speech.

V. Text (to be selected from the following):

Thirty-eight Basic Speech Experiences

New American Speech

Speech for all

Essentials of Group Discussion

Essentials of Debate

Other titles remain to be chosen

VI. Supplemental Materials:

VII. Length - one semester for 1/2 credit.

I. Prerequisites - none**II. Description**

The course is designed to introduce the basic elements of fiction. As a major concern of modern literature, science fiction has had a great impact on our society in all media. Emphasis will be placed on such literature aspects as style, point of view and mood.

III. Requirements**A. Student**

1. Students will read at least four science fiction books.
2. Students will acceptably complete various reading and writing assignments.
3. Students will submit an acceptable science fiction project.
4. Students will tell a story to the class.
5. Students will report orally on at least two books.

B. Teacher

1. Teachers will present the historical background of science fiction.
2. Teachers will present an overview of the kinds of science fiction.
3. Teachers will review the skills needed for writing the assigned compositions and essays.
4. The teacher shall introduce the basic elements of fiction.

IV. Objectives**A. Reading**

1. Students will demonstrate the ability to recognize elements of an author's style.
2. Students will demonstrate the ability to recognize the elements of fiction (character, plot, theme, setting.)
3. Students will demonstrate the ability to identify point of view, mood and tone.

B. Writing

1. Students will demonstrate the ability to write various types of critical essays such as comparison - contrast.
2. Students will demonstrate awareness of the science fiction process through their own creative projects.
3. Students will demonstrate the ability to recognize allusions.
4. Students will demonstrate the ability to create ~~his own~~ esoteric vocabulary.

C. Vocabulary - none**D. Speech**

1. Students will demonstrate the ability to give effective oral book reports.
2. Students will demonstrate the ability to tell a story.

AY 627
SCIENCE FICTION

3. Students will demonstrate the ability to participate in the reading of a scene from a play.

E. Grammar - proper usage demonstrated in written and oral work.

F. Study Skills - demonstrated through effective use of class time.

V. Texts:

Writing Description and Narration

VI. Supplementary Materials

Writing to be Good

Writers on Writing

Writing Incredibly Short Plays, etc.

Creative writing contests, as announced.

VII. Length - one semester for 1/2 credit.

I. Prerequisites - none**II. Description**

The course is designed to introduce the basic elements of fiction through the study of short stories. Emphasis will be placed on such literature aspects as style, point of view and mood.

III. Requirements**A. Students will read at least four short story books.**

1. Students will read at least four short story books.
2. Students will acceptably complete various reading and writing assignments.
3. Students will submit an acceptable short story project.
4. Students will tell a story to the class.
5. Students will report orally on at least one book.

B. Teacher

1. Teachers will present the historical background of short stories.
2. Teachers will review the skills needed for writing the assigned compositions and essays.
3. The teacher shall introduce the basic elements of fiction.

IV. Objectives**A. Reading**

1. Students will demonstrate the ability to recognize elements of an author's style.
2. Students will demonstrate the ability to recognize the elements of fiction (character, plot, theme, setting.)
3. Students will demonstrate the ability to identify point of view, mood and tone.
4. Students will demonstrate the ability to identify the different types of imaginative language.

B. Writing

1. Students will demonstrate the ability to write various types of critical essays such as comparison - contrast.
2. Students will demonstrate the ability to recognize allusions.

C. Vocabulary

1. Students will demonstrate the ability to create their own esoteric vocabulary.

D. Speech

1. Students will demonstrate the ability to give an effective oral book report.
2. Students will demonstrate the ability to tell a story.

AY 629
SHORT STORIES

- E. Grammar - proper usage demonstrated in written and oral work.
- F. Study Skills - demonstrated through effective use of class time.

V. Texts:

Insights: Themes in Literature

Ten Top Stories

Lifestyles

VI. Supplementary Materials:

Writing Themes About Literature

VII. Length - one semester for 1/2 credit.

I. Prerequisites

Successful completion of **World Literature** or an equivalent course.

II. Description

The purpose of the course is to provide students with a sense of the historical development of our nation's literary heritage. The survey will include writings from Colonial times through the Twentieth Century. Special emphasis will be placed on the relationship between the author's life and his works, as well as the relationship between a work and the time in which it was produced. Students will be asked to draw upon a background of American History.

III. Requirements

A. Student

1. Students will read at least four books from appropriate reading lists.
2. Students will write acceptable critical essays as assigned.
3. Students will complete all the reading assignments.
4. Students will keep a notebook including vocab, definitions, class notes, etc.

B. Teacher

1. Teachers will correlate the literature selections with events in American history.
2. Teachers will help students establish standards for evaluating literature.
3. Teachers will foster an appreciation for classical as well as modern selections.
4. Teachers will review the skills needed for writing critical essays.
5. Teachers will emphasize the contributions made to American literature by various minorities.
6. Teachers will review genres and terms from Intro. to Literature in fiction, poetry, and drama.

IV. Objectives

A. Reading

1. Students will demonstrate the ability to identify and explain the literary techniques of irony, satire and symbolism.
2. Students will demonstrate the ability to explain how a theme is developed in literature
3. Students will demonstrate the ability to identify the major movements of American literature, including the specific contributions of minority writers.

✓
0631 AMERICAN LITERATURE

B. Writing

1. Students will demonstrate mastery of writing skills necessary to critically analyze or evaluate literature.
2. Students will demonstrate the ability to use elements of literature.

C. Vocabulary

1. Students will keep a list of words from assigned readings.
2. Students will keep a list of words in context.

D. Speech

1. The students will demonstrate the ability to read literature aloud with appropriate feeling.
2. Students will outline and prepare a report on an author's life, time, ideas.

E. Study skills

1. Students will keep notebook.
2. Students will demonstrate mastery of research skills for report on author.

V. Text

Adventures in American Literature

VI. Other Materials

The Crucible

Beyond the Horizon

American Minority Writers - series

Themes and Writers in American Lit.

Reading Lists

VII. Length - one semester for 1/2 credit.

#633 Journalism

PREREQUISITE: Successful completion of Communications II with a grade of "C" or better.

DESCRIPTION: Students will become acquainted with general trends in the media and the basics of journalism. Short readings on a variety of texts will be accompanied by short writing assignments. In addition, students will be expected to read and listen to many news sources. Students will produce publications as projects.

STUDENT RESPONSIBILITIES:

TEXT: Media and Communications
Scholastic Journalism

LIMITATIONS: Students must have a definite interest in Journalism, a "nose for news," good basic writing skills, and the ability to take initiative.

LENGTH OF COURSE: One semester

CREDIT: One-half

2/82
3/1979

#635 GREAT WRITERS

I. Prerequisites:

Students should have average or better reading ability.

II. Description:

In this course the student will examine the ideas and themes of such great writers as Shakespeare, Steinbeck, Twain, Dickens and Hemingway. In studying the various authors, the student will work intensively with the short story, drama, the novel, and poetry as forms of literature.

III. Requirements:

A. Student

1. Students will acceptably complete various reading and writing assignments.
2. Students will report on a great writer's work life and times.
3. Students will acceptably recite at least twenty lines of poetry.
4. Students will read at least two books from a suggested reading list in addition to the class reading assignments.
5. Students will submit an acceptable project for each cardmarking.
6. Students will participate in the classroom presentation of a play.

B. Teacher

1. Teachers will explain the relationship between the genres.
2. Teachers will help students establish standards for evaluating literature.
3. Teachers will review the skills necessary for writing critical essays.

IV. Objectives:

A. Reading

1. Students will demonstrate the ability to recognize an author's style.
2. Students will demonstrate the ability to identify elements of the various genres and various literary terms.
3. Students will demonstrate the ability to identify the contributions made by various authors to literature.
4. Students will demonstrate an ability to learn factual material in relating an author's life to his works, and the times in which they were produced.

B. Writing

1. Students will demonstrate the ability to evaluate literary selections using literary terminology.
2. Students will demonstrate the ability to compare and contrast elements of the various genres as illustrated by the authors chosen.
3. Students will demonstrate the ability to identify and illustrate universal themes from various readings.

#635 GREAT WRITERS

IV. Objectives (continued)

- C. Vocabulary - demonstrate a wide variety of word choices in speech and class discretion.
- D. Speech - demonstrate the ability to read orally poetry and drama with appropriate expression.
- E. Grammar - demonstrate proper grammar usage in all work presented, verbal or written.
- F. Study Skills - demonstrate the ability to locate and research background information on various authors.

V. Text - announced at beginning of semester.

VI. Supplemental Materials:

Reading lists.

VII. Length - one semester for 1/2 credit.

I. Prerequisites

Successful completion of Communications II with a grade of "B" or better and recommendation of Communications II teacher.

II. Description

The purpose of this course is to prepare students to take standardized tests and the College English Review Course. Extensive reading and writing assignments will be required. Students will work individually on specific language skills which they have not yet mastered. The improvement of reading, writing and critical thinking skills will be emphasized.

III. Requirements

A. Student

1. Students will write acceptable critical evaluations of at least six books selected from the suggested reading lists.
2. Students will prepare various writing assignments.
3. Students will complete individual lessons from the Individualized English materials (Grammar and Usage review).

B. Teacher

1. Teachers will provide students with test-taking techniques.
2. Teachers will teach types of sentences: simple, complex, compound, compound-complex.
3. Teachers will teach methods of paragraph development (details, examples, incident, etc.).

IV. Objectives

A. Reading

Students will demonstrate the ability to identify main points and supporting ideas from such non-fiction sources as Harper's, Atlantic, New Yorker and the Great Books.

B. Writing

1. Students will demonstrate the ability to recognize and correct common grammatical errors in their own writing.
2. Students will demonstrate the ability to use a variety of sentences in a paragraph.
3. Students will demonstrate the ability to use different methods of paragraph development.
4. Students will demonstrate the ability to write a critical essay using appropriate footnote and bibliography form.

ADVANCED ENGLISH - IV. (continued)

C. Vocabulary

1. Students will demonstrate an ability to recognize specialized words in specific types of writing.
2. Students will demonstrate an ability to integrate new words into their vocabularies.

D. Speech - none.

E. Grammar - none.

F. Study Skills

1. Students will demonstrate the ability to take accurate notes on a variety of reading materials.
2. Students will demonstrate the ability to identify relationships such as analogies, definitions, common logical fallacies, deductive-inductive reasoning and point of view.
3. Students will demonstrate an ability to use the problem-solving process, particularly in time management skills.

V. Text

Harriner's English Grammar and Composition, Review Course.

VI. Length - Credit

One semester - 1/2 credit.

VII. Other Materials

Individualized Grammar & Usage - A

Vocabulary for the College Bound - A-D

Great Ideas from the Great Books

Greek Myths and Legends

The Magnificent Myths of Man

How to Build a Better Vocabulary

The Ways of Language

Practical Linguistics for Composition

The Effective Theme

Reading Effectively

I. Prerequisites:

Senior standing or student in the last year of high school.

II. Description:

This course is designed to give those students who plan to attend college a final brush-up in all of the English skills other than literary criticism. Stress will be placed on grammar, mechanics (such as punctuation and capitalization), organization, research, vocabulary and spelling skills. This course is not limited to college prep students though it is designed for them. It is expected that all of the students enrolled will have a basic knowledge in the areas to be covered, so that time need not be spent on reteaching primary skills. Reading assignments will also be made in order to prepare students for the vast amount of reading called for in college preparation.

III. Requirements:

A. Student

1. Students will read at least four books selected from the provided reading list.
2. Students will prepare an acceptable critical essay of from two thousand to ten thousand words, with appropriate footnotes and bibliography.
3. Students will prepare the various writing assignments.
4. Students will write in-class impromptus.
5. Students will complete individual contracts for grammar and usage materials.
6. Students will prepare and give at least one persuasive speech.
7. Students will teach at least part of one class session.
8. All assignments, including speeches, readings, classwork and homework, shall be completed on time or will not be accepted. Certain allowances may be made if the student is ill for a prolonged period of time or if other extenuating circumstances pertain.

B. Teacher

1. Teachers will review appropriate grammar, writing and speech skills.

IV. Objectives:

A. Reading

1. Students will demonstrate the ability to identify main points and supporting ideas from assigned reading and subject area reading.

B. Writing

1. Students will demonstrate the ability to write a research essay of 2,000-10,000 words. The topic need not necessarily be confined to English subject matter.
2. Students will demonstrate the ability to write compositions of various types and lengths.
3. Students will demonstrate adequate revision and proofreading skills.

IV. Objectives (continued)

C. Vocabulary

1. Students will demonstrate the ability to use a dictionary and a thesaurus.
2. Students will demonstrate mastery of basic spelling rules.
3. Students will demonstrate mastery of the definition of prefixes, suffixes, and roots.
4. Students will demonstrate mastery of the skilled activities involved in vocabulary building, such as recognizing or producing synonyms, antonyms, word relatives, definitions and analogies.
5. Students will demonstrate an ability to recognize specialized words in specific types of writing.

D. Speech

1. Students will demonstrate the ability to present his own point of view to the class.
2. Students will demonstrate the ability to direct class discussion.

E. Grammar - Individualized grammar kit will be used with pre- and post-testing of skills.

F. Study Skills

1. Students will demonstrate the ability to take notes from lectures and from reading materials.
2. Students will maintain the research skills and process, including hard-to-find information gathering.

V. Texts:

English Workshop, Final Course

Warriner's English Grammar and Composition, Review Course

VI. Supplementary Materials:

Individualized Grammar & Usage - B

Best Short Stories of the Modern Age

Great Ideas from Great Books

How to Build a Better Vocabulary

Suggested reading lists.

Various class sets of books.

VII. Length - one semester for 1/2 credit.

#653 CREATIVE WRITING

I. Prerequisites:

Successful completion of Composition 1, Level 2.

II. Description:

This class is a writing workshop which begins with the study of basic descriptive and narrative writing techniques, moves through the study and practice of writing short stories, poems, and short dramas. The course aims to improve the ability of students to express themselves in a variety of written forms.

III. Requirements:

A. Student

1. Students will keep a daily journal.
2. Students will meet announced and/or posted deadlines.
3. Students will maintain a portfolio of finished products.
4. Students will assist in evaluation of others' work.
5. Students will complete the reading assignments and writing assignments.

B. Teacher

1. Teachers will present formats for various genres of writing.
2. Teachers will present models of each genre.
3. Teachers will create a positive classroom environment.
4. Teachers will assist the student in evaluating his/her own writing strengths.
5. Teachers will develop a direction for individual writing efforts.

IV. Objectives

A. Reading

1. Students will identify writing techniques in various reading selections.
2. Students will read writers' thoughts on the writing process.

B. Writing

1. Students will demonstrate the ability to use figurative language, word variety and sentence variety in their writing.
2. Students will demonstrate the ability to use appropriate language in a variety of situations.
3. Students will improve the spontaneity of their writing.
4. Students will improve their powers of observation and description.
5. Students will develop and improve their own styles.
6. Students will develop for writing.
7. Students will increase their awareness of writing format and style.

C. Vocabulary

1. Students will demonstrate a wide variety of word selection in the various writings they are assigned.
2. Students will improve and enhance their vocabularies.
3. Students will demonstrate their abilities to write in dialect and to use jargon appropriately.

#653 CREATIVE WRITING

IV. Objectives (continued)

D. Speech

1. Students will read their writing out loud with appropriate feeling.
2. Students will demonstrate their understanding of the relationship between written and spoken language.

E. Grammar

1. Students will identify and correct specific grammatical errors in their own writing.
2. Students will learn grammatical constructions that are useful in providing variety in their writing.

F. Study Skills

1. Students will keep notes and writing samples in a neatly organized journal.
2. Students will meet announced and/or posted deadlines.
3. Students will assist in evaluation of others' work - orally and in writing.
4. Students will record well organized notes on all reading assignments.
5. Students will maintain a portfolio of finished products.

V. Texts:

Writing Incredibly Short Plays, Poems & Stories
Writing Description & Narration
On Writing by Writers
Writing to be Read

VI. Supplementary Materials:

Atlantic
The New Yorker
Literary Cavalcade
Warriner's English Grammar & Composition - Fifth Course

VII. Length - one semester for 1/2 credit.

#660 German I

PREREQUISITE: C or better in English

DESCRIPTION: Employing the 4 Skills Method, emphasis in German I is on listening to and speaking of the target language. With the use of tapes, records, and oral repetition in the classroom, students will work at a native imitation of the language. The present, future, past and past perfect tenses as well as the nominative and accusative cases of the German language will be adequately covered in the first year.

At the conclusion of German I, students should have sufficient knowledge of the target language to ask basic questions and understand directions and explanations in German. They should also have the ability to respond to certain basic situations in the classroom, at the show, in a restaurant, in a home, etc. and to imitate the sounds of the language as naturally as possible.

STUDENT RESPONSIBILITIES: Oral participation in a dialog situation every other week. Preparation of an "ABC Book" or similar project.

TEXT: German Today, I - Houghton Mifflin

LIMITATIONS:

LENGTH OF COURSE: One Year

CREDIT: One

#662 German II

PREREQUISITE: C or better in German I

DESCRIPTION: Emphasis is on further development of speaking, reading and writing skills. The dative case, preceded adjective endings, complex sentence structure, and pronouns in all cases are stressed. Oral situations are an integral component of the course.

STUDENT RESPONSIBILITIES: Student will be required to keep a journal throughout the school year. A suitable project will be required during the second semester.

TEXT: German Today, II - Houghton, Mifflin

LIMITATIONS:

LENGTH OF COURSE: One year

CREDIT: One

2/1982

#664 German III

PREREQUISITE: C or better in German II

DESCRIPTION: Emphasis is on continued development of reading, writing, speaking and listening skills. Much of the class will be conducted in the target language. Students will complete a comprehensive grammar review, read several selections written by German authors, and become more aware of the German culture and people.

STUDENT RESPONSIBILITIES: Travel diary, journal, weekly oral presentation, weekly creative writing, grammar workbook, weekly reading.

TEXT: German First Year
Noch Dazu
Schuss

LIMITATIONS:

LENGTH OF COURSE: One year

CREDIT: One

#666 Spanish I

PREREQUISITE: C. or better in English

DESCRIPTION: Emphasis in this course is on speaking and listening to the target language. Verb conjugation in the present, progressive, and preterite tenses, as well as use of SER vs. ESTAR, SABER vs CONDCER and GISTAR are stressed. Much time is also given to the concepts of direct object pronoun, indirect object pronouns, and possessive pronouns.

STUDENT RESPONSIBILITIES: Students will be required to participate in an oral dialog situation at least every other week. A suitable project will be required during the second semester.

TEST: El Español al Dío I - Turk & Allen

LIMITATIONS:

LENGTH OF COURSE: One Year

CREDIT: One

#668 Spanish II

PREREQUISITE: C or better in Spanish I

DESCRIPTION: This course is designed to further develop reading, writing and speaking skills in the target language. All verb tenses, including the perfect tense will be stressed throughout the course. Oral dialogs and skits are an integral element throughout the course.

STUDENT RESPONSIBILITIES: A suitable project will be required during the second semester.

TEXT: El Español al Dío II - Turk & Allen

LIMITATIONS:

LENGTH OF COURSE: One Year

CREDIT: One